

THE INFLUENCE OF LISTENING SONG TOWARD STUDENTS' PRONUNCIATION ABILITY AT THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 2 METRO

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Abstract: *The objective of the research is to examine whether there is a significant influence of listening song towards students' pronunciation ability at the eleventh grade students of SMA Muhammadiyah 2 Metro. The method applied in this research was an experimental study. It was conducted at the eleventh grade students of SMA Muhammadiyah 2 Metro which contains two classes. The Sample is XI IPA chosen by using cluster random sampling. The data were analyzed by using independent T test (SPSS 17). Based on the data analysis, there is a research finding that can be drawn as "there is a significant influence of listening toward students' pronunciation ability. Listening song can give a positive effect toward students' pronunciation ability.*

Keywords: *listening song; pronunciation ability*

INTRODUCTION

Pronunciation is an organized sound; obviously, it is very different form written language. It is the spoken form of the language and it is the way to pronounce the sound of the language. Pronunciation teaching is a prominent factor in foreign language teaching. It is the basic skill for student before they speak. Bowen (1980:8) states that student who pronounces and speaks nearly native like can be said as successful student in mastering a second language. So the way to mastery a second language, we must be able to pronounce and speak well. In addition, Hismanglu (2006:102) states sounds play an important role in communication; foreign language teachers must attribute proper importance to teaching pronunciation in their classes.

Inside KTSP of English (School Based Curriculum) for SMA that is in the process of teaching and learning English, the English pronunciation must be taught to the students, because it is one of class evaluation aspects of the students performances besides grammar and

vocabulary (BP3NPK, 2006: 3). Moreover, based on the scope of teaching and learning English for SMA, one of the supporting competences of English lesson is linguistic competence, and one of the linguistic competences is pronunciation in the form of using English phonology, besides grammar, vocabulary and grammar of writing. (Depdiknas: 2006:308). Due to that competence, in a sense the students are expected to understand the sound of English. Since the flourishing of a curriculum is determined by the accomplishment in applying of all the aspect of curriculum, and since pronunciation mainly concern with phonology and pronunciation is one of the aspects of KTSP of English for SMA, thus, pronunciation, especially English phonology is quiet important to be learn by the students of SMA.

Learning how to pronounce a foreign language like a native speaker is difficult but not impossible. The better your pronunciation, the better people will understand you and the easier you will find it to understand them. Because that, teaching pronunciation is vital in learning

English and English teacher have to teaching pronunciation for their students.

The fact above is contrast with the condition at many schools. Pronunciation is one of teaching which is often neglected (Tennant: 2007). Many English teachers avoid teaching pronunciation, not because it is not necessary, but because they have little or no information on the subject. Many teachers begin English pronunciation practice as they introduce vocabulary. And this way many textbooks advise to teach pronunciation.

The writer assumed that many problems in learning English especially in learning pronunciation. Further, the researcher does investigation and survey to the research subject. The interviews done by the researcher toward teacher and some student of SMA Muhammadiyah 2 Metro, and fined that the teacher seldom thought pronunciation and used lack variant technique and method in instruction of pronunciation. She begun English pronunciation practice as they introduced vocabulary and gave the example how to pronounce word correctly and she thought pronunciation when teaching listening. Listening material is about short conversation and base on the textbook. The researcher find students' pronunciation ability is poor, because the teaching pronunciation in that school was neglected. Therefore when the students were asked to pronounce words such as; *women, heart, Image, realize, picture*, most of them cannot pronounce it correctly.

Brown in Zhang Ge (2009: 9) points out that for almost six decades of research and practice in English, language instructional has identified the "four skills"-listening, speaking, reading and writing-as of paramount importance. And in our curriculum, English instructional is focused on the mastery learning of the

four language skill, they are listening, speaking, reading and writing. The basic skill in learning English is listening, so the learner should listen first then continue to the next skills. Therefore the researcher will try to teaching pronunciation by listening.

In addition, Harmer (1998: 98) stated that "Listening to appropriate tapes provides such exposure and students get vital information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch and stress". Moreover, Harmer (2007: 302) said that listening help to improve students' pronunciation ability. In other words, the purpose of teaching listening is making the students to be able to pronounce words and recognize words through the sound and pattern, and listening can improve students' pronunciation ability. In short, we can build students' pronunciation by listening activities. From listening activities the student will hear the sound of native speaker and they will listen how the word pronounced correctly by the native speaker. It will give positive effect for students' pronunciation.

The teacher should be able to create an interesting technique or method to get the best result in instruction and to avoid the bored students when they learn English. English teacher should prepare the material well that consist native speakers sounds and when it is necessary they can use any media that appropriate with the objective of instruction.

In view of the phenomena above, the researcher tries to apply teaching listening through song to improve students' English pronunciation. The researcher chooses English song to teach listening because songs almost always contain native speaker voice, it can be used as an example how to pronounce a word. The most important every people love

listening song. Stannard (www.ehow.com) state that song help improve students' pronunciation. Moreover, Lynch (www.elbase.com) said that students think songs are natural and fun.

Researcher reads a book by Puasa (2008) with title Teaching English through Pop Songs. He provides many choices to instructional English with songs. So the researcher will try to teach listening through song based on that theory and book. These are only some of many reasons songs are useful in the language learning classroom. The Most important songs consist of native speaker sounds which will be learned by student for their pronunciation.

Therefore, the researcher assumes teaching listening through song will be positive effect for student pronunciation ability at the second year of SMU Muhammadiyah 2 Metro. The researcher chooses this SMA because this school hasn't language laboratory, as we know listening will run well when it does in language laboratory. So with limited facilities, the writer will try to give alternative media to teach listening as an input for students' pronunciation, and base on the researcher's observation fined that the teacher avoids teaching pronunciation; she seldom gives a modeling how to pronounce the English sounds right, and students' pronunciation ability is poor. They find difficulties to distinguish between the English sounds. To help students' pronunciation better, the writer will try to teach listening through song and analyze the influence of teaching listening song toward students' pronunciation ability.

From the background above, the writer will conduct a research to know is teaching listening through song have a positive effect in students' pronunciation

ability with title as follow; "The Influence of Listening Song toward Students Pronunciation Ability at the Eleventh grade students of SMA Muhammadiyah 2 Metro"

REVIEW OF RELATED TO LITERATURE

According to Hornby in Agustinami (2006) a pronunciation is the way in which a language is spoken, or a way in which a word is pronounced. O'Connor (1980: 2) defines pronunciation as the way in which a language is spoken. It is a production of phonemes, which is of accurate standard for a certain group of people. Moreover, O'Connor (1980: 1) state that pronunciation is organized sounds that are obviously very different from written language. Based on the statements above, the writer can conclude that pronunciation is the way in which the words are pronounced, so how the words are pronounced can be said pronunciation.

Pronunciation consists of organized sounds that are produced by their air that gets through the organ of articulation. The organ of speech that produces the sound will determine the sound whether it is clear, right and understandable. Furthermore, in the American Dollege Dictionary cited in Agustinami (2006) pronunciation is defined as "the act or the result of producing the sounds of speech, including articulation, vowel formation, accent, inflection and intonation, often with reference to the correctness or acceptability of the speech sounds." In summary, Pronunciation is the way in which we pronounce a word. Therefore, the teacher has to emphasize all the elements of the sound system in teaching pronunciation; the individual vowels, consonants and semivowels.

Pronunciation is one of speaking aspects that sometimes thwarts people to

make a good communication foreign language. As Thanasoulas (2004) asserts that pronunciation is paramount of importance of all, since successful communication using language cannot take a place without correct pronunciation. In other words, a successful communication by using language could not be achieved if the pronunciation is correct. This reason that make pronunciation is important for students to mastery their second language.

Witnessing the importance of pronunciation, the Department of National Education puts pronunciation in this case English pronunciation as one of class evaluation pouts in KTSP (Education Unit Level Curriculum/ School Based Curriculum) of SMA (Depdiknas BP3NPK, 2006:3). Moreover, in the KTSP one of the linguistic supporting competences in English lesson scope of SMA is English phonology. In other words, learning English pronunciation especially English phonology is an obligation for the students of SMA in Indonesia (Depdiknas, 2006:308).

Learning English pronunciation means learning English sound, where sound of English is mainly formed by consonant and vowel. Moreover, there are three kinds of segmental phonemes: vowels, consonants, and diphthongs. Each of three segments is described in more detailed in the following points.

Doren in Nursyam (2003) states that song is a short musical work set to a poetic text, with equal importance given to the music and the words. It may be written for one or several voices and generally performed with instrumental accompaniment. Redlich in Nursyam (2003) adds that song is short composition usually for one voice based on lyric or poem. From this statement, song consists of lyrics or poetic text. The lyrics and the text are various.

They can be simple or long. They can be in the form of sentences or just a word, even a syllable.

Almost everyone loves music and song.. Song becomes alternative technique to try making students interest with the listening. Many researchers researches songs in instructional learning, because the influence of song to students is interest and many students like singing or listening a songs. Murphey in Byung-Bin & Ji-Sun (2001) said the important of music and song in language learning:

- 1) Songs precede the human language development;
- 2) Songs plays a significant role in the language development of children;
- 3) Songs fulfill the man's emotional desire;
- 4) Songs strengthen short and long-term memory capacity;
- 5) Singing activities are concerned with Piaget's egocentric language and Chomsky's language acquisition device;
- 6) Songs have high emotional and motivational effects because of being simple and repeated conversational language; and
- 7) Songs help listeners relax and keep their interest alive

In addition, Lynch (in www.eslbase.com) tells some reason use songs to teach English as a foreign language in the classroom include the following:

- 1) Songs almost always contain authentic, natural language
- 2) A variety of new vocabulary can be introduced to students through songs
- 3) Songs are usually very easily obtainable
- 4) Songs can be selected to suit the needs and interest of the students
- 5) Grammar and cultural aspects can be introduced through songs
- 6) Time length is easily controlled

- 7) Students can experience a wide range of accents
- 8) Song lyrics can be used in relating to situations of the world around us
- 9) Students think songs are natural and fun

Variety is one of the most important factors in maintaining the high level of motivation and interest among the students. There are many activities that can be brought into the classroom to add variety not only to learning process but also to the students' experiences in English one of these activities is song.

From the statements above, the researcher assumes that song is one of the very useful ways of instructional learning process because teachers and students find singing songs entertaining and relaxing. Song also offers a change from routine classroom activities into meaningful and enjoyable activities.

There are many advantages of using them in the classroom they are easily available (you only have to go out and buy them). They present new vocabularies and expression in context, through them, students become familiar with the pronunciation of native speaker, they provide a break from the textbook and workbook routine. Students will enjoy learning English through song.

The question that arises in instructional English through songs is what kind of song should one use in English Language Instructional. The researcher realizes that not all kinds of songs are appropriate to be used in instructional learning process well. According Larry M. Lynch (in www.elbase.com) there are three aspects. They are:

- 1) Use songs that are popular with the students whenever possible. Unfortunately, students frequently select songs for classroom use which

are objectionable in some way making the song unusable.

- 2) Songs must have clear and understandable lyrics. Nothing is worse than a song almost nobody can understand. If you have trouble understanding the lyrics by listening, then another song needs to be selected.
- 3) Songs should have an appropriate theme. There's enough bad news, negativity and violence in the world already. Songs with any type of negative theme should be avoided. There are plenty of positive, upbeat, even humorous songs available. Use these.

Exactly there are no specific criteria for selecting song. All of songs are able to use in teaching English. But, base on the statement above, the research use some criteria to selecting song are: popular song, the lyrics of the song is clear and understandable, song have appropriate theme, the most important the song is familiar with students, they often hear it on Radio or Television.

O'Conor (1980) said "Language starts with the ear". Before you start trying to speak a foreign language, spend some time tuning your ears to sounds and rhythms, you can do this by listening to the language as much as possible". It means that the first activity in language is hearing or listening. Listening is ability to identify and understand what other is saying. This involves understanding a speaker's accent or pronunciation, his grammar, and his vocabulary, and grasping his meaning (Howard and Dakin in Saricoban, 1999). It means that listening requires student's ability to recognize different accent or pronunciation, grammar, and vocabulary.

In addition, Harmer (1998: 98) stated that "Listening to appropriate tapes provides such exposure and students get vital information not only about grammar and

vocabulary but also about pronunciation, rhythm, intonation, pitch and stress". In other words, the purpose of teaching listening is making the students to be able to pronounce words and recognize word through the sound and pattern. From listening students can analyze the native speaker sound and pronunciation. Moreover Harmer (2007: 303) states that listening help to improve pronunciation. It means listening can improve students pronunciation ability.

Brown (2000) points out that for almost six decades of research and practice in English, language instructional has identified the "four skills"-listening, speaking, reading and writing-as of paramount importance. Oxford in Zhang Ge (2009: 9) says "It is important to develop listening skills together with other skills. Most of the time in real life listening occurs together with speaking and it also occurs with writing, e.g. taking notes while listening to a lecture".

Robin and Guo Naizhao in Zhang Ge (2009: 9) consider that through a variety of listening-reading, listening-writing and listening-speaking activities, students can not only strengthen their language skills but also sharpen their interests and raise their motivation to improve their learning efficiency. The researcher hope by listening activities, student can improve language skill especially for student's pronunciation ability.

Instructional listening through English songs can be carried out by the following procedure:

1. *Pre-Listening*

- a. Greeting the student
- b. Introducing the song
- c. Explaining about listening activities (the rule) and what must students do in this section

2. *Whilst-Listening*

- a. Playing the Mp3 and ask the students to listen to the song carefully
- b. Distributing the worksheet (cloze lyrics, words etc) of the song to the students.
- c. Playing the song four until five times and let the students fill worksheet
- d. Let the students practice the song
- e. Giving a chance to the students to ask difficult words to pronounce and giving the right pronunciation.

3. *Post-Listening*

- a. Discussing the answer
- b. Asking the students one by one to write the answers on the whiteboard
- c. Giving the correct answer to the students
- d. Singing the song together

RESEARCH METHODOLOGY

The research method used for this research was an experimental study. Experimental research is a research in which the researcher manipulates the independent variable. As stated by Johnson and Christensen (2000: 23), the purpose of experimental research is to determine cause-and-effect relationships. It means that the purpose of an experimental study is to investigate the correlation between cause and effect and how far its correlation is by giving certain treatment to experimental class and to control class as the comparison.

The population of this study is all of the eleventh grade students of SMA Muhammadiyah 2 Metro. The total numbers of the population are 68 students divided into two classes. The writer a class which are randomly selected. The sampling technique applied in this study was cluster random sampling.

The researcher applied *The Pretest-Posttest Control Group Design*. This design involves at least two groups, both of which are formed by random assignment; both groups were administered a pre test of the dependent variable, one group receives a new, or unusual, treatment, and both groups are post tested, post test scores are compared to determine the effectiveness of the treatment (Gay, 1991:261). This design figured out below:

R O X1 O
R O X2 O

Where:

R : Random Group
O : Is pre test and post test. It is given before and after treatment
X1 : The treatment (teaching listening through song)
X2 : The treatment (without listening song)

RESULT OF THE RESEARCH

Hypothesis Testing

Then, the criteria for testing the hypothesis are as follows: if the value of t obtained is higher than that of t -table at the significant level of 0.05, the H_1 is accepted. In contrast, if the value of t obtained is lower than that of t -table at the significant level of 0.05, the H_1 is rejected and H_0 is accepted. The summary of complete calculation can be seen in the following table.

The hypothesis testing is the last step in this research. It is used to prove whether the hypothesis proposed is accepted or not. The researcher used Independent Sample t -test. The hypotheses are as follows:

H_0 : There is no significant influence of listening through song toward students' pronunciation ability at the second year of SMA Muhammadiyah 2 Metro

H_1 : There is significant influence of listening through song toward students' pronunciation ability at the second year of SMA Muhammadiyah 2 Metro

Tabel 2. Description of Post Test

Group	Description				
	Max.	Min.	Mean	SD	Range
Exper.	71.0	60.0	65.89	3.11	11.0
Control	64.0	53.0	58.41	3.59	11.0

Table 4.9 The Summary of T-test

Source	t obt.	df	t table 0.05	p	Mean
Exper. Control					65.588 58.412
t	6.236	32	2.042	0.00	

As it is explained previously, the experimental group is the class which is taught using the technique of listening song and the control group is the class which is taught using conventional technique (without English song). To prove the hypothesis, the result of post test in the experimental group is compared to the post test of the control group. To compare both post tests scores, the formula of T-test (*Independent Sample T-Test*) is applied.

The result of analysis as presented in Table 4.9 indicated that the value of t obtained (6.236) was higher than that of t table (2.042) at the significance level 0.05 and the significance (0.000) was lower than 0.05. Therefore, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. In other

words, there is a significant influence of teaching listening through song toward students' pronunciation ability. The students' pronunciation ability in the experimental group is better than that of the control group. It is because the mean score of the experimental group (65.588) is higher than the mean score of the control group (58.412). In addition, the data show that the students' pronunciation ability is increased; there are some students from fair category to good category. (See the result of descriptive statistics).

After viewing the results of Independent Sample T-test, the researcher came to conclusion that **“there is a significant influence of listening song toward students' pronunciation ability at the second year of SMA Muhammadiyah 2 Metro”**

DISCUSSION

On the basis of research finding and the result of computation of the students' pronunciation ability taught using song for the experimental group and without song for control group, the researcher proposes some important parts as follows:

The beginning conditions of students' pronunciation ability both of experiment and control groups are relatively in the same condition. They are shown by the result of pre tests of them. The mean score of two groups are 55.21 for experiment group and 55.50 for control group. It mean that there is no significant different both two groups.

Based on the result of the data analyses on post tests, it is found that there is a significant difference in pronunciation ability between students taught using songs and without using song. The mean score of the pronunciation ability in the

experimental is higher than control group (65.588>58.412). It means that teaching pronunciation through listening song is more effective to improve the students' pronunciation ability than without using song. In other words, teaching pronunciation through listening song can improve the pronunciation ability of the students.

Moreover, the result of data analysis proved that the value of t-test (t_{obs}) is 6.236 and t_{table} is 2.042. It means that t_{obs} is higher than t_{table} (6.236>2.42). Based on the criteria for testing the hypothesis was if the value of t_{obs} is higher than t_{table} at significant level of 0.05, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted.

In teaching listening through songs, students can hear the sound of native speaker and they can listen how the word is pronounced correctly by the native speaker. It will give positive effect for students' pronunciation ability. To know how a word pronounced correctly, we need to listen it is pronounced. This is relevant with the statement by O'Conor (1980: 1), “Language start with the ear”. It means that learning language is start by listening. In addition, Harmer (1998:98) stated that listening to appropriate tapes provides such exposure and students get vital information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch and stress. In other words, the purpose of teaching listening is making the students to be able to pronounce words and recognize words through the sound and pattern. In short, we can build students' pronunciation by listening activities. From listening activities the students will hear the sound of native speaker and they will listen how the word is pronounced correctly by the native speaker. It will

give positive effect for students' pronunciation.

A song is one of the appropriate media to teach pronunciation. The teacher uses songs to make the students' be interested so that they love learning English. The use of songs is regarded to be the effective way in teaching pronunciation because it will be easier to memorize the new words. It is relevant to the theory stated by Lynch (in www.eslbase.com) who says that a variety of new vocabulary and grammar can be introduced to students through song. In addition, song can increase the students' interest in learning English since song helps the students relax and keeps their interest alive. Songs are so identical with the teenager's life. It has been the teenager's part of life. When a teacher plays song in the Mp3 player, it means that he/she has fulfilled the students' interest. The students are more serious in paying attention on the teacher when he/she starts to sing a song.

There are some reasons using song in the language learning, students can learn pronunciation, grammar, intonation and other thing from songs. In addition Lynch (in www.elbase.com) said that many reasons song are useful in the language learning classroom, "They contain authentic language, are easily obtainable, provide grammar and cultural aspects and are fun for students, they provide enjoyable speaking, listening, vocabulary and language practice both in and out of the classroom.

In teaching pronunciation through song, there are some aspects of pronunciation that can be focused on through songs. "Using songs to focus on sound, using songs to focus on word and using songs to focus on connected speech"(Ebong & Marta in www.kte-teacher.com). People often remember the words to sing, in fact, this particular learning process in almost a

subconscious act. We hear song on the radio, on television and CDs, and by listening to them, we learn the word. Song often repeats the sounds at the end of certain lines so that the words are rhythmical. "Song are memorable and we don't forget them very easily and song helps improving students' pronunciation" (Stannard in www.ehow.com). The most important, beside listening song, the students tried to sing a song. It made student trained their pronunciation based on the song. They can practice to sing the song whenever and wherever they are.

CONCLUSION, IMPLICATION, AND SUGGESTION

Based on the result of the research, the data analysis, the observation during students' activities and discussion, the conclusion can be drawn as follows:

There is a significant influence of teaching listening through song toward students' pronunciation ability. It can be seen from the result of the hypothesis testing. It shows that t obtained is 6.236 and t table is 2.042 at the significant level 0.05. It means that t obtained is lower than t table. That is why, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted at the significant level of 0.05.

Based on the experiences in carrying out the research, the researcher suggests:

1. An English teacher, in teaching pronunciation must be more creative in using techniques applied in the classroom activities. Avoid using monotonous technique, since it will make the students bored. Use more than one technique so as to make the activities done in the classroom not monotonous.

2. The teacher should more pay attention to their own pronunciation, the mistakes or errors made by the teacher are so dangerous. It is because the students will make the same errors as the teacher does. Using digital and oxford dictionaries is important to correct the students' mistake in pronouncing words.
3. For further researchers, conducting more comprehensive study is necessary for the sake of developing an effective teaching technique to teach pronunciation.

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